



## Summary of Catch-Up Strategy

School information			
School	Hingham Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£12,240 (Oct 2020 census inc. reception)
Total number of pupils	153	% Disadvantaged Pupils	25% (FSM/PP/S)

### Contextual Information (if any)

Children returned back to school having had a new block built during the period of School Closure. Children had not seen this block or the removal of the old buildings. This added to the challenges of transition and the site looks very different as well as moving classes and changing teachers.

Our higher than average SEND proportion are being evaluated alongside the learners without SEND. Where there is provision in place for those children with additional needs they may not need additional support through this Catch Up strategy due to the interventions already in place.

### Summary of Key Priorities *Based on EEF research and DfE expectations for allocation of spending*

A.	Priority 1: Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
B.	Priority 2: Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
C.	Priority 3: Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school.

### Summary of Expected Outcomes

A.	By the end of Summer 2021, disadvantaged pupils will be closely in line with non-disadvantaged pupils as evidenced by case studies, assessment data and pupil books.
B.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (October 2020), or over the course of the year, will have caught up in the core subjects as evidenced by assessment data and pupil books.
C.	By end of autumn term, IT based solutions will be in place to support A and B.

## Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Effective Diagnostic Assessment	<p>Assessments carried out in Autumn term1. These include:</p> <ul style="list-style-type: none"> <li>• NFER from end of previous year</li> <li>• Y6 SATs from previous years</li> <li>• Phonics screening (individual sounds and ability to blend)</li> <li>• Salford reading tests</li> <li>• Age appropriate assessment through observation based on Year group</li> </ul> <p>Use of progress reports to identify gaps/disadvantage/ challenges.</p> <p>Use of Progress meetings to hold staff to account for the progress of pupils and to identify further need.</p>	<p>All pupils</p> <p>Pupil Premium</p>	<p>Teachers to use the information gathered in the first half term to identify children needing additional support.</p> <p>Gaps in learning will be addressed through whole class and small group intervention (book looks/data/progress meetings)</p> <p>By end of summer term, children will make good progress from their starting points</p>	VN	<p><b>Half Termly:</b></p> <ul style="list-style-type: none"> <li>• Moderation in core subjects</li> <li>• Half termly teacher assessment data analysis</li> <li>• Termly Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins and observations (COVID allowing)</li> <li>• Book looks (COVID allowing)</li> </ul>		£750 for staff cover to enable progress meetings throughout the year
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• We have used a range of assessments tools throughout the year to enable us to monitor progress.</li> <li>• At each point teachers have used this information to determine next steps in terms of teaching in class, small group support in class, additional Catch up/Keep up work with class based staff or intervention from Miss Gooch as Catch up teacher.</li> <li>• Progress documents and discussions have been used to identify specific children who have got back on track, have needed further support or have been identified as not making progress despite intervention and therefore being looked at for special educational needs.</li> <li>• Significant majority have made good progress from their starting points although some children have needed a lot of support to get back to where they were. This is particularly the case for children who struggled to participate in the remote learning in Spring 2020. For some this was also linked to wellbeing and settling back into school routines.</li> </ul>							

Support for Remote Learning - T and L	<p>Seek staff, pupils and parents' views to develop a whole school Remote Learning Policy. Remote learning policy shared with all stakeholders and regularly reviewed.</p> <p>Develop understanding of how to support those without access to technology.</p> <p>Develop use of Teaching assistants role in the event of a further lockdown.</p>	All pupils	<p>In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.</p> <p>SEN/Vulnerable pupils supported by TAs</p>	VN with all teachers	Pupil participation and engagement during lockdown recorded by teaching staff and TAs.	Teams already purchased through MS Office licence	Teams training is funded as additional to Catch Up Funding if needed.
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Outcome and impact so far

- Remote learning has been in place and refined throughout the last 16 months.
- In January 2021 lockdown, remote provision consisted of live lessons via TEAMS and daily contact involving both the children at home and the Critical Worker children in school. This meant that all children received the same curriculum and we were able to more fully respond to the children's learning in our next steps.
- Since re-opening, children who have needed to isolate have continued with learning through resources sent via parentmail and where possible links on TEAMS.
- We have only had one class isolating thus far and they have had full sessions through TEAMS.
- When we have had teachers self-isolating/shielding they have taught the class via TEAMS from home with staff supervising the children in school.
- Engagement has been high. Where children have not accessed we have attempted to support via alternatives e.g. paper packs etc
- Children who did not have access to devices were provided with a device through the DfE scheme. These have been recently re-issued to those who

<p>High quality teaching for all and a focus on professional development</p>	<p>Performance appraisal and drop ins/lesson observations to identify individual strengths and areas to develop within teaching and learning. Develop professional learning community with research and best practice at the heart of developing teaching and learning across the school.</p> <p>Whole staff develop an effective Teaching and Learning Policy to incorporate effective remote learning.</p> <p>Develop whole school professional development programme based on high quality components of teaching and learning for all (explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies).</p> <p>Staff training on assessment throughout school year and developing whole school updated Feedback Policy.</p>	<p>All pupils</p>	<p>Lesson observations, books looks and drop ins demonstrate clarity of approach in all classrooms.</p> <p>Evaluation of home learning also demonstrate consistent standards and high expectations</p>		<p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins and observations</li> <li>• Book looks (COVID allowing)</li> </ul> <p>Parental/pupil feedback regarding home learning experience</p>		<p>£250</p>
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• Appraisals and mid-year reviews for teachers</li> <li>• Remote lessons monitored by school staff and governors</li> <li>• Phonics training has taken place through the phonic hub</li> <li>• We have updated the feedback policy and carried out staff meetings supporting teaching and learning across the year with a particular focus on Remote learning.</li> <li>• Parental feedback around remote learning and the return to school was extremely positive.</li> <li>• Further work on teaching “non-negotiables” will be discussed in the September staff meeting when we reflect on vision, ethos and curriculum.</li> </ul>							
						<p><b>Cost - Sub-totals</b></p>	<p>£1000</p>

STRAND 2: TARGETED SUPPORT							
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
High quality small group tuition	<p>Assessments used to identify children who are at risk of falling behind in reading, writing, SPAG or maths.</p> <p>Teacher to organise learning activities that enable them to take small groups with TA with main body of the class for tuition.</p> <p>Use of additional teacher for 2 days a week to coordinate and teach Catch up individual and small group sessions</p>	<p>Pupils who are falling behind</p> <p>Pupil premium and those who are identified as falling behind</p>	<p>By the end of summer term, selected pupils to be assessed as Expected (or above).</p> <p>Pupil premium children to have made good progress from their starting points.</p>		<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>Moderation in core subjects</li> <li>Termly teacher assessment data analysis</li> <li>Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>Booster drop ins</li> <li>Pupil perception on impact</li> <li>Book looks (COVID allowing)</li> </ul>		£5000 for Teacher
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>Pupils were identified early in the September term and then again on return after March 2021. Assessments, books and observations were used to support the assessment.</li> <li>Termly assessment data has demonstrated those making good progress and highlighted those who have not made the expected progress for further investigation (e.g. SEN).</li> <li>Miss Gooch has recorded the impact of her work through case studies including pupil voice and has combined with NFER/phonics screening etc.</li> <li>What has worked particularly well has been the clear and specific targets set by teachers – detail is helpful and means that the intervention can be specific and very clearly targeted on need. What has worked less well has been when the “wrong children” are chosen who have a need greater than just catch up due to Covid school closure impact.</li> <li>Miss Gooch has reviewed progress alongside the teacher evaluating whether the learning has stuck and is evident in the classroom.</li> <li>A number of pupil voice quotes suggest an improvement in confidence and a specific piece of learning e.g. a mathematical method</li> </ul>							

<p>High quality TA targeted support and professional development – KS2</p>	<p>TAs to deliver high quality targeted support to small groups of children in core curriculum areas.</p> <p>Ensure TAs are effectively deployed for maximum impact to pupils.</p> <p>Develop approach to ensure teacher and TA feedback on groups learning and progress.</p>	<p>All pupils</p> <p>Pupil Premium</p>	<p>Gaps in learning will be addressed through whole class and small group intervention. These will have flexible groupings, be short term and high impact.</p> <p>By end of summer term, the majority children will make progress and be assessed as working at expected standard (or above) in core subjects</p>		<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>• Moderation in core subjects</li> <li>• Termly teacher assessment data analysis</li> <li>• Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>• Drop ins to interventions</li> </ul>		<p>£2500 for one additional TA support</p>
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Outcome and impact so far

- Teaching assistants have been deployed throughout remote provision and in school learning to support those who need additional support to meet the age related expectations.
- Due to restrictions TAs have needed to work in small bubbles of children carrying out a range of responsive sessions planned and led by the teacher.
- The majority of children are making progress and there is significant improvement since starting points in September 2020 to July 2021.
- Further work around achievement continues to support children in class and in small groups where appropriate.

High quality TA targeted support – phonics/early reading – KS1	High quality phonics teaching, including additional quick daily group sessions for those who need to catch up.  (Additional training coming through involvement with the Phonics Hub)  KS2 staff participate in training and will be able to support those in Y3+ that need additional phonics.	Targeted pupils in Year 1 and 2 based on teacher and phonics assessments.  Pupil premium children to be prioritised.	82% (national) pupils pass the Year 1 phonics screening.  82% (national) pupils pass the Year 2 recheck.  Year 3 – pupils rechecked on phonics screening internally.		<b>Half termly:</b> - Phonics check data analysis  <b>End of Year:</b> - Phonics assessment Year 1 and 2		£3000 for one additional day of TA support
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• Phonics Letters and Sounds training through the Wensum phonics hub</li> <li>• TAs have carried out significant support around phonics which has enabled children to Catch up and Keep up.</li> <li>• 83% of Year 1 children have met the phonics threshold.</li> <li>• 86% of Year 2 children have now met the phonics threshold.</li> </ul>							
National Tutoring Programme	Government subsidised scheme – school to pay 25%						(TBC?)
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• We have not used this provision so far but are awaiting further information about how it will also be used to fund local provision in the future. This may mean it can be used for part funding of the teacher for catch up.</li> </ul>							
<b>Cost - Sub-totals</b>							£10500

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting pupils social, emotional and behavioural needs	<p>Prioritise supporting pupils SEMH on the return to school</p> <p>ELSA training</p> <p>Membership of PSHE association</p> <p>Further development of Pastoral role (See SIDP)</p>	<p>All pupils</p> <p>Disadvantaged pupils</p>	<p>Pupils feel safe to be at school.</p> <p>Where children are struggling they are identified and support put in place.</p> <p>Impact of support is monitored and children then feel safe at school.</p>		<p>Pupil questionnaires</p> <p>Case studies tracking academic and social, emotional and mental health across year.</p> <p>Emotional tracking – assessments (SEMH assessment tool).</p> <p>Case studies of individuals show children who require additional support accessing support provided.</p>		£400 ELSA training
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• Teachers have focused on PSHERE throughout the whole school year particularly around returning to school.</li> <li>• Staff member trained and utilising the ELSA programme with a number of children</li> <li>• ELSA trained Staff member is sharing expertise with TAs/Teachers more broadly</li> <li>• Support for most children comes through teaching assistants</li> <li>• Pupil questionnaires demonstrated that most children had someone within school that they could talk to.</li> <li>• Close working with parents/carers of children who are struggling to ensure the best provision possible to support mental health and wellbeing</li> </ul>							
Communicating and supporting parents – sustaining parental engagement	<p>Develop a clear plan for communications with families across the academic year.</p> <p>Audit current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return.</p> <p>Reinforce simple, encouraging messages around sustainable</p>	All pupils	Parents are engaged and feel they are communicated with effectively.		<p>Parent questionnaires</p> <p>Parent testimonials</p>		



	home learning, routines and study tips. Also, remember to celebrate successes with parents.  Provide bespoke virtual support sessions for parents to help their children at home via Teams “workshop sessions” or individual phone calls.						
<p>Outcome and impact so far</p> <ul style="list-style-type: none"> <li>• Communication throughout the year has aimed to be responsive and pre-emptive</li> <li>• Parental feedback around communication (and other elements) on the return to school was positive. See Parental questionnaire results.</li> </ul>							
Supporting accessing remote learning	Parent questionnaire to elicit who has access to online remote learning. Develop a package of remote learning, including paper-based learning for all eventualities. Identify most vulnerable pupils and support with technology.	Pupils with limited technology	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.		Pupil participation and engagement during lockdown recorded by teaching staff and TAs.		£340 photocopying /additional books
<b>Cost - Sub-totals</b>							£740

## Financial Summary

<b>Total for strand 1</b>		£1000
<b>Total for strand 2</b>		£10500
<b>Total for strand 3</b>		£740
<b>Total budgeted cost for all strands</b>		